



English Policy

September 2025

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Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Sean Di Sora	Sean.disora@lintonschool.co.uk 01772 957062 07840 803896
Deputy DSL	Steph White	Steph.white@lintonschool.co.uk 01772 957062
Deputy DSL	Andy Cavill	01772 957062
Regional Lead/Proprietor Representative	Richard George	Richard.George@cambianguroup.com 07586038104
Local Authority Designated Officer (LADO) for Lancashire County Council	Tim Booth	Tim.booth@lancashire.gov.uk 01772 536694
Lancashire County Council – Multi-Agency Safeguarding Hub (MASH)		0300 123 6720 0300 123 6722 (out of office hours)
Local Authority Designated Officer (LADO) for Blackpool Council	Amanda Quirke	Amanda.quirke@blackpool.gov.uk 01253 477541
Blackpool Council – Multi-Agency Safeguarding Hub (MASH)		01253 477299
Channel helpline		020 7340 7264

If a child is at risk call 999 immediately

Our School

Linton School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centred curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton school's purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

More information about the school can be found in the school Prospectus.

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

1. Roles and responsibilities

Regional Lead/Proprietor Representative

The Regional Lead/Proprietor Representative will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The Regional Lead/Proprietor Representative will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths ICT, and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with Additional Learning Needs (ALN) and SEMH
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from Key Stage 2 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced (through PSHE, Living Independently, Employability lessons and Career Guidance Sessions)
- All courses provided for pupils below the age of 18 that lead to qualifications

The Head Teacher

The Head Teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Regional Lead/Proprietor Representative
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Regional Lead/Proprietor Representative and SLT is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Regional Lead/Proprietor Representative is advised on whole-school targets in order to make informed decisions

- Proper provision is in place for pupils with different abilities and needs, including children with ALN & SEMH

The English and literacy lead

Our English and literacy subject lead is Andy Cavill. He is responsible for providing leadership and management for English and literacy to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced English curriculum
- Consistent assessment and accurate teacher judgements within English and literacy
- Effective use of resources

Teachers

Teachers are responsible for:

- Planning effective English and literacy lessons
- Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- Completing the relevant marking and assessment
- Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils

2. Our vision for English and Literacy at Linton School

The vision for English and Literacy at Linton School is one of inclusivity, empowerment and proficiency. Personalised instruction, adaptive resources and supportive environments are prioritised to cultivate language skills, communication abilities and cultural understanding. Through tailored approaches and a bespoke curriculum, it is the aim for every student to achieve fluency, confidence and lifelong literacy to enrich their educational journey and beyond. By broadening our young peoples' minds, we aim to develop emotional skills and improve the quality of life by providing job opportunities in order to best instil a sense of belonging and contribution to society.

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By the time that pupils move on from our school, our aim is for them to:

- Be fluent readers and writers
- Have a positive attitude towards books and reading, reading widely for pleasure and information
- Enjoy writing in different contexts and for different purposes and audiences
- Write clearly, accurately and coherently, adapting language and style accordingly
- Be curious and creative when it comes to reading and writing, for example by being interested in learning the meaning of new words
- Have a wide vocabulary and understanding of grammar
- Feel confident speaking in class and be able to clearly explain their understanding and ideas
- Listen carefully and sensitively to adults and their peers

'The more that you read, the more things you will know. The more you learn, the more places you'll go!'
- Dr Seuss.

'Words are sacred. They deserve respect. If you get the right ones, in the right order, you can nudge the world a little.' – Tom Stoppard.

3. Our guiding principles for teaching English and Literacy at Linton School

We teach English and literacy best when:

- There's a joyful culture around reading in the school
- All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- There's sufficiently detailed and frequent ongoing assessment of pupil progress
- We expose pupils to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring classroom displays
- We involve families in supporting their child's reading and writing
- The English curriculum is coherently planned and sequenced
- We identify where pupils have learning gaps or aren't making the expected progress, and make sure interventions target these
- Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- We engage pupils in high-quality back-and-forth interactions
- We model new language and accurate grammar to pupils
- We support pupils with speech, language and communication needs, for example by putting on extra small-group story times

4. Content/Curriculum

We offer a personalised curriculum for all of our young people at Linton School with expectations and targets running in line with the National Curriculum 2014.

We believe the exposure of children's literature within Linton School setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout our school. We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

Phonics:

By following the DfE validated Rocket phonics scheme, sessions are taught through original illustrated stories to develop phonics skills and a love of reading. An approach to phonics aiming to ensure that every child keeps up, not catches up. We want every child to leave our school as a fluent reader and speller.

Reading:

We want to create a passion and love of reading where everyone is reading their way to a better life. Research shows that reading for pleasure can promote better health and wellbeing, aids in building

social connections and relationships with others and is associated with a range of factors that help increase the chances of social mobility. At Linton School, these vital reading skills are taught and promoted through daily lessons endeavouring to promote children to read and think like an author. Our intention here at Linton School is to create a culture of reading. We aim that our children develop a love for reading and become lifelong readers. This is vital to ensure that our children are given the best life chances. We will achieve this through a consistent approach that makes every minute of the lesson count.

We aim that the right degree of challenge is set for all pupils; that children are exposed to a variety of themes; and reading is inspirational and meaningful. Throughout all of this, children will gain knowledge across the curriculum and develop their comprehension skills which will ensure, by the end of their educational journey at Linton School, all pupils are able to read fluently and comprehend with confidence.

Writing:

Children are taught writing every day through an engaging variety of fiction, non-fiction, poetry and picture books throughout the book led approach, children are provided the opportunity to write in different contexts using appropriate grammar and punctuation. In many cases objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. Our intention here at Linton School, is to encourage our young people to read like writers and write like readers. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words within their writing. We aim for our children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Within their writing, children are encouraged to take pride in their presentation through the formation of letters (KS1) and then onto cursive handwriting (KS2), so that their handwriting becomes more fluent. We believe that all good authors should revise, edit and proof read their writing in order to improve the quality of the content. As children progress through school, we believe it is paramount that the editing process becomes more independent with children being able to identify their own areas for improvement.

Spoken Language:

Throughout our Literary Curriculum, children are encouraged to develop their spoken language and drama skills. We believe strongly that children should be secure in applying the skills of The National Curriculum 2014 within their writing and their reading and that this approach is fully comprehensive. Using classic texts as well as modern, allows our children to discuss their feelings, thoughts and any problems through the engagement of a high-quality text. Here at Linton School, we believe that spoken language is fundamental to not only ensure that our children are good communicators but to guarantee that they make outstanding progress and attainment within English. We aim to orally rehearse and provide our children with a range of oracy opportunities such as: debates which encourages our children to articulate and justify arguments and opinions; performance poetry; drama activities (hot seating, conscience alley, and freeze frames); and we aim that all staff model the correct Standard English at all times.

Progression of skills and knowledge

Our curriculum has a strong focus on developing children’s skills, knowledge and vocabulary by building on their prior learning. Objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years.

All pupils of Linton receive four English sessions a week as well as interventions to target learning where necessary. English sessions are conducted in the mornings and the skills taught, are encouraged and focused on throughout all lessons across the curriculum. Every young person has a Maths, English and Individual target each term present on their planning. These targets are worked towards across all lessons across the week.

<u>Blue</u>	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00am	Register / Nurture				
9:00-9:45am	Science	Outdoor Education	Outdoor Learning	Topic	PSHE
9:45-10:30am				ICT	Arts
10:30am-10:45am	Break				
10:45am-11:30am	Maths	Outdoor Education	Maths	Maths	Maths
11:30-12:15pm	English		English	English	English
12:15-12:45pm	Dinner				
12:45-1:00pm	Guided Reading	Outdoor Education	Guided Reading	Guided Reading	Rewards
1:00-1:45pm	DT		PE	Life Skills	
1:45-2:00pm	Break				Assembly 1:45-2:00pm
2:00-3:00pm	Employability	Outdoor Education	PE	Life Skills	
3:00-3:15pm	Whole class reading / form time		Whole class reading / form time	Whole class reading / form time	

See the example time table above:

Cross Curricular links

Cross-curricular learning fosters holistic development while promoting skills such as communication, problem solving and creativity. We will facilitate cross-curricular learning of English and literacy skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as:

- Annotating sources
- Group discussions
- Comprehension
- Topic research
- Add any further relevant cross-curricular activities to support the learning of English and literacy skills in your school

Inclusion

In our school, we ensure that each individual child is able to have success regardless of physical, mental or speech barriers. Inclusion at Linton School goes beyond mere integration. We aim to embody acceptance, respect and support for every young person's unique needs and abilities, creating an environment where everyone feels valued and understood is paramount. By embracing inclusion, we are helping to empower our pupils to thrive academically, socially and emotionally, fostering lifelong skills and relationships. More than a goal, inclusion is a fundamental principle that while enriching the educational experience, prepares our students for a more inclusive society beyond Linton School's walls. In order to achieve this, children are provided with resources to suit their individual needs and teaching and planning is carefully differentiated to meet the specific needs of all. We ensure that early interventions take place in order to close gaps quickly and give all our children the best chance to realise and achieve their potential.

Differentiation

Crucial for meeting diverse needs effectively, Linton School aims to tailor instruction, materials and assessment to ensure that every student can access succeed in learning. This is achieved by accommodating individual learning styles, abilities and interests to promote engagement, confidence and ultimately, academic progress. We will provide suitable differentiation to make sure that every pupil makes maximum progress in English and literacy, by:

- Recognising where some pupils need specific help with their English skills, e.g. if they are dyslexic
- Providing resources such as phonics mats and writing frames to scaffold pupils' learning
- Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- Making sure pupils who need it are extended through the use of additional, more demanding and open-ended tasks and planned challenges within each lesson

Intervention

Closing the gaps in education through interventions is essential for educational progress. Targeted strategies, informed via ongoing assessment, observations, planning scrutiny and end of term pupil progress meetings, such as personalised tutoring, extra resources and individualised support aim to address academic disparities to promote student success. These interventions ensure that every student receives the assistance they need to reach their full potential and bridge any educational inequalities.

The English intervention programs provided are as follows:

Fast Forward Grammar – Fast Forward Grammar has been developed to support children in year 6 who are not on track to achieve at the expected level by the end of Key Stage 2. This intervention has been designed to address gaps in learning. It is not intended to take the place of whole class teaching or to support children who have identified special needs. It has been created by a group of leading teachers with particular skills and interest in teaching literacy and the role and effect of grammar in good writing.

A twelve-week programme with three sessions planned for each week. It focuses on:

- The structure of a sentence
- Word classes
- Aspects of punctuation

Toe by Toe

A highly structured multi-sensory one-to-one reading manual which can be used by either teachers, learning support staff or parents/carers to establish reading skills. Students can clearly measure their reading progress right from the first page, boosting confidence and self-esteem.

Collins Reading Comprehension

Using a repeated practice method that is proven to work, this book improves performance in school, as well as in tests and assessments. Questions are organised into levels of increasing difficulty while progress tests throughout check children's understanding along the way. Children can record their own results too, supporting awareness and boosting confidence.

Sumdog (Spellings and Grammar) -

Sumdog is a games-based adaptive-learning app that tailors' curriculum-aligned questions to each child's unique level. Used at home and in schools across the UK, we can help you inspire and motivate even your most disengaged learners to help build their confidence and enjoy learning. Spelling questions are fully aligned to the National Curriculum. Teachers and parents can set challenges around specific skills or allow Sumdog to help children master their learning and progress.

Sumdog is independently proven to almost double children's fluency progress with just 30 minutes of practice each week.

Bedrock Learning

Bedrock gives schools a structured approach to literacy by combining vocabulary learning, grammar instruction and reading assessment in one platform.

Building academic vocabulary

Students develop the reading, writing and academic language they need to access the curriculum.

Adaptive learning for every student

Adaptive practice helps every student build vocabulary and reading confidence at the right level.

Evidence-driven progress

Clear insights help schools track vocabulary growth, reading ability and literacy outcomes.

Precision teaching

Precision Teaching (PT) is a highly structured, data-driven instructional method focused on improving the accuracy and fluency of specific skills—such as reading, spelling, or math facts—through brief, daily, one-to-one timed practice sessions. It enables teachers to monitor progress immediately via charting, allowing for rapid, evidence-based adjustments to interventions.

5. Opportunities & Resources

Linton School provides children with a high quality, broad range of texts to encourage them to write like readers and read like writers. The school library offers a space where children can enjoy an array of books both fiction and non-fiction in a comfy, calm environment. We also arrange visitors such as authors to come into school to interact with our children and convey a passion for writing and reading. We aim for these experiences to inspire our children and their attitudes. Our children also have opportunities to explore a range of trips which provide them with real life experiences and contexts to write about. This makes the writing more personal for our young people.

Library/Intervention room

The school library contains a wide range of literature both fiction and non-fiction. This area provides a space away from the classroom where young people can engage with reading for pleasure, listen to audio books or simply get away and relax from the buzz of the main school. The space is designed in a way to provide an array of seating and is organised and set up in a way that breaks from the more traditional layout of a classroom. Different seating areas are set at different levels allowing the children to sit where they feel most comfortable.

Books

We will select and use books that:

- Engage pupils emotionally
- Cover a wide range of subjects
- Revisit the ones the teacher has read to them
- Elicit a strong response, such as curiosity, anger, excitement, laughter or empathy
- Have a strong narrative that will sustain multiple readings

- Extend pupils' vocabulary
- Borrow books to read or re-tell at home
- Have illustrations that are engaging and reflect children from all backgrounds and cultures
- Help pupils connect with who they are
- Help pupils to understand the lives of people whose experiences and perspectives may be different from their own
- Include stories set in both the UK and around the world
- Include both modern and traditional stories
- Include fiction and non-fiction

Once we've chosen our books, we will:

- Identify a core set of stories for each year group
- Refresh the list regularly (at least once a year), as new books are published and as our school welcomes new teachers
- Encourage teachers to familiarise themselves with the stories their pupils will know from previous years
- Get teachers to choose their own books to read aloud alongside the core set of stories
- Share the list with parents/carers, and explain its purpose, so they can buy or borrow the books

Rhymes and poems

- We will choose rhymes and poems that will develop pupils' language skills. The [subject lead] will identify a core set of poems for each year group, including:
 - Rhyming poems
 - Poems where alliteration is a strong feature
 - Word games
 - Traditional songs and rhymes
 - Nonsense rhymes
 - Poems that:
 - Are particularly rhythmical
 - Can withstand a lot of repetition
 - Elicit a strong emotional response
 - Extend pupils' vocabulary in different areas of learning

6. Marking and feedback

Feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work.

Written Feedback

Positive feedback / praise	Using the intended learning outcomes or success criteria for the lesson the marking/feedback will reflect the positives that the young person has achieved during that lessons. Teachers will provide bespoke responses and marking will not appear the same for each child or lesson.
Mistakes / Corrections	Careless mistakes will be marked differently than errors results on misunderstanding. Misunderstandings will be addressed by providing hints or questions which lead students underlying principles. Mistakes will simply be marked as incorrect without giving the right answer.
Next steps	These will be used to show the young people where their learning journey is heading. Children are encouraged to read these and add comments if they should like.
Challenges	Challenges are used to move the learning forwards. These will be linked to the learning of that particular lesson and will provide the children will the opportunity to move their learning forwards.
Teacher tips	Teacher tips are used to reinforce the learning. Teachers will put helpful advice in the pupil's books to promote independent learning. If a child/children are struggling with something they can use their books to help them solve the question/problem. Meaning that, their work books become a source of knowledge and support.

Verbal Feedback

Verbal feedback is specific information given to the learner their performance relating to their learning goals and/or the learning outcomes. Verbal feedback should aim to be (and be capable of) producing improvements in students' learning.

There are four ground rules for giving effective verbal feedback:

1. Be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct")
2. Compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...")
3. Encourage and support further effort and be given sparingly so that it is meaningful
4. Provide specific guidance on how to improve and not just tell students when they are wrong.

Verbal feedback should be done every at least once per week in core subjects (English, Maths, Science and ICT) and every 2-3 weeks in all other subjects.

- *Marking = the routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark to students' written work.*
- *Feedback = providing more detailed guidance to the learner in order to help them to improve their knowledge, understanding and skills*

Marking	Feedback
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Summative	Formative
Assessment of learning	Assessment for learning
Measure learning	Moves learning forwards
Directs thinking	Provokes thinking
Solves	Suggests
'You should...'	'How could you...?'

Self and peer marking

These should be a regular part of classroom practice and should be clearly modelled and explained as to why we are doing it.

Marking and feedback will be given ready for the start of the next lesson by the English teacher. Marking will be a combination of the methods set out above and time will be allocated at the start of each new lesson to allow young people the time to read and address and issues set out by the teacher. Peer feedback should be modelled as part of a culture of classroom critique which is kind, specific and helpful.

Please see Linton School's Feedback and Marking Policy for further information which can be found at [Linton School Preston - Special needs school for young people](#)

7. Monitoring and assessment

Monitoring

We will monitor teaching and learning of English and literacy in our school to make sure that all of our pupils make the best possible progress from their starting points.

Andy Cavill – English Lead will monitor and evaluate the impact of teaching on pupils' learning through:

Explain how you'll do this, for example through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutiny
- Book scrutiny

Assessment

Formative assessments occur throughout every lesson through discussion and evaluation of the children's work. This is instrumental in enabling the teacher to check that children have grasped the main teaching focus of that lesson and that misconceptions have been identified and addressed.

More formal assessments for each pupil will consist of:

- Teachers assess independent pieces of writing and provide those young people with constructive feedback both verbally and written
- We moderate pupils' work, as a whole staff and standards are agreed between professionals. We seek to moderate with other schools whenever possible.
- Personal targets are set for each child through feedback (verbally or written). Identified children, who have not made expected progress across the year, are targeted within intervention groups.
- Spelling tests are carried out weekly.
- Phonics screening is undertaken.
- Reading, Spelling, Grammar and Punctuation tests are carried out termly through GL and BKSBS assessments and are recorded on our tracking system.
- All of our young people are given opportunities to gain qualifications through the recognised examination board, AQA. At thirteen years of age our young people can begin to achieve qualifications through Step Up to English Entry Level Certificates, followed by Functional Skills Level 1 & 2, followed by GCSE qualifications.

We will track pupils' progress using a combination of formative and summative assessment. Once a term (Autumn, Spring, Summer) the young people will complete a series of assessments to inform future planning and progress. Types of assessments take place as set out on page 16:

Baseline Assessments

Core Subjects (English, Maths, Science and ICT)

At the beginning of the academic year or when a young person starts at Linton School baseline assessments will be carried out. These core baseline assessments will be done in either the first week of term for existing pupils or over the first two weeks for any new students. Some assessments will be revisited termly (please see below)

<p style="text-align: center;"><u>Under 13 years of age</u></p> <p style="text-align: center;">Maths – SUMDOG Assessments English – GL Assessments & Big Write Reading – YARC Phonics screening Science – GL Assessments</p> <p>*ICT for below 13's will be done via the vocational pathway</p>	<p style="text-align: center;"><u>13 years and over</u></p> <p style="text-align: center;">Maths – BKSB (initial assessments) /GL Assessments when young people are on the GCSE pathway English - BKSB (initial assessments)/GL Assessments when young people are on the GCSE pathway & Big Write NGRT and NGST If learner scores below SAS 85 - learner to sit Phonics initial assessment to understand reading ability Science – GL Assessments ICT – BKSB</p>
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<p style="text-align: center;"><u>Under 13 years of age</u></p> <p style="text-align: center;">Diagnostic Assessments</p> <p style="text-align: center;">Maths – All Key Learning English – All Key Learning Science – All Key Learning ICT – All Key Learning</p>	<p style="text-align: center;"><u>13 years and over</u></p> <p style="text-align: center;">Maths – BKSB diagnostic assessment or provided by the GL Assessment done above English - BKSB diagnostic assessment or provided by the GL Assessment done above Science – provided by the GLA Assessment ICT - BKSB diagnostic assessment</p>
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Teachers will explain to the young people the results from the baseline assessments ensuring the young people know their starting level, target levels and the areas for development which will help them to achieve their target level.

Where areas for development are consistent across the class/group then these should be used to inform planning. Where areas for development are bespoke to young people then these should inform the IEP's and be used for intervention planning.

13 years and over

Using the assessments carried out above children will be mapped on to three different pathways across the range of subjects taught at Linton School, please see below.

<p><u>Pathway 1</u></p> <p>Entry Level pathway</p>	<p><u>Pathway 2</u></p> <p>Functional Skills & Level 1 & 2 pathway</p>	<p><u>Pathway 3</u></p> <p>GCSE pathway</p>
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Alongside the assessments set out above, at the end of every term and half term the young people will complete fewer formal assessments in the form of 'Big Writes' and exam style questions dependant on learning pathway and ability. This form of assessment will allow the examination of understanding of specific skills and areas of need through the term.

Following an action plan being completed, the English lead will work to carry out the tasks; monitoring, auditing, pupil voice, teacher feedback and observations. The feedback will then be shared with colleagues, including what is working well, areas to consider to aid improvement and next steps. This will then be reviewed and will feed into the following academic year's action plan. Opportunities will be created termly to meet with parents to firstly inform them of the progress their young people are making and secondly, how they can further support learning at home. Parents will receive a termly report detailing their child's progress and targets.

8. Learning environment

At Linton School we believe that the English learning environment serves as a gateway to communication, connection and opportunity. It provides a foundation for literacy, language, development and social interaction essential for young people with diverse needs. Our English learning environment fosters confidence, encourages exploration and celebrates progress, regardless of individual challenges. This empowers our young people to navigate the world with fluency, comprehension and cultural competence with the ultimate aim of opening doors to academic success, employment opportunities and meaningful relationships beyond the classroom.

English lessons are promoted in spaces that:

- Are well-organised
- Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- Are quiet
- Have minimal distractions, for example not containing a distracting amount of decoration
- Displays that are informative but not overbearing

9. Resources

Dictionaries and thesauruses

Dictionaries and Thesauruses are indispensable tools offering, more than just definitions and synonyms. Through the use of these tools cultivates vocabulary, enhances language skills while all importantly, fostering independent learning. Young people use them to expand knowledge, improve writing and deepen understanding across the subjects with the aim of promoting language proficiency and communication.

To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses by:

- Having a dictionary and thesaurus for every pupil
- Allowing pupils to use the computer during lessons to look up word meanings and synonyms

10. Monitoring arrangements

This policy will be reviewed on an annual basis by the Subject Lead, Head Teacher and Regional Lead. It will be due for review in **September 2026**.

11. Links to other policies

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- Curriculum policy
- Post-16 Educational Provision
- Additional Learning Needs policy
- Equality statement
- Remote learning strategy
- Online safety
- Feedback and marking policy

12. Reading Action Plan

Reading Action Plan for Linton School

1. Assess and Identify Individual Reading Needs

- **Action:** Conduct initial and ongoing assessments to determine each student's current reading abilities, learning styles, and specific challenges.
- **Responsible:** SENCo (Special Educational Needs Coordinator), teaching staff, educational psychologists.
- **Timeline:** Initial assessments to be completed within the first month; follow-up assessments every term.
- **Outcome:** Comprehensive profiles for each student that inform tailored reading interventions.

2. Create a Structured and Differentiated Reading Curriculum

- **Action:** Develop a flexible reading program that includes:
 - Phonics-based instruction for early readers (Rocket Phonics)
 - Sight word recognition activities.
 - Focus on fluency, comprehension, and vocabulary building.
 - Materials that reflect students' interests and abilities.
- **Responsible:** SENCo, class teachers.
- **Timeline:** Curriculum design to be completed at the start of the school year; ongoing adjustments based on student progress.
- **Outcome:** A curriculum that is adaptable and meets the needs of all learners.

3. Implement Multi-Sensory Approaches to Reading

- **Action:** Integrate multi-sensory techniques into reading lessons, including:
 - Visual aids (pictures, charts, colored text).
 - Auditory support (audio books, read-alouds).
 - Kinaesthetic activities (writing in sand, tracing letters, using letter tiles).
- **Responsible:** Teaching staff, speech and language therapists.
- **Timeline:** Ongoing integration into daily reading sessions.

- **Outcome:** Improved engagement and retention through multi-sensory learning.

4. Provide Individualized and Small Group Instruction (Guided Reading)

- **Action:** Organise students into small groups based on their reading levels or specific needs (e.g., phonics group, comprehension group, fluency group). Provide one-on-one support as necessary.
- **Responsible:** Class teachers, teaching assistants, reading specialists.
- **Timeline:** Small groups to be created by the end of the first month; groups to be adjusted as needed based on student progress.
- **Outcome:** More targeted instruction and better support for diverse learners.

5. Use Assistive Technology and Resources

- **Action:** Provide students with access to technology that supports reading, such as:
 - Text-to-speech software.
 - Reading apps with interactive features.
 - Audiobooks and digital readers.
- **Responsible:** SENCo, IT coordinator, teaching staff.
- **Timeline:** Assess available resources and introduce them at the start of the school year.
- **Outcome:** Increased accessibility for students with dyslexia, visual impairments, or other barriers to reading.

6. Promote a Reading-Friendly Environment

- **Action:** Create a stimulating reading environment in classrooms and throughout the school, with:
 - A variety of reading materials that cater to different interests and reading levels.
 - A quiet, cosy reading corner.
 - A library space that is accessible and welcoming.
- **Responsible:** Teaching staff, school librarian, facilities management.
- **Timeline:** Environment setup at the beginning of the year, with ongoing updates based on student feedback.
- **Outcome:** A supportive environment that encourages students to read for pleasure and practice.

7. Provide Ongoing Professional Development for Staff

- **Action:** Offer training and resources on effective reading strategies for SEN students, including:
 - Evidence-based interventions for students with dyslexia, autism, ADHD, etc.
 - Strategies for differentiated instruction and supporting literacy development.
- **Responsible:** SENCo, external trainers, school leadership.
- **Timeline:** Initial training at the start of the year, with ongoing workshops throughout the year.
- **Outcome:** Improved staff expertise in supporting reading development for SEN students.

8. Encourage Parental Involvement

- **Action:** Develop a plan to engage parents in supporting reading at home, including:
 - Regular communication about student progress.
 - Providing home reading strategies and materials.
 - Organizing reading workshops for parents.
- **Responsible:** SENCo, class teachers, school leadership.
- **Timeline:** Parent workshops to be held at least once a term; ongoing communication.
- **Outcome:** Stronger home-school partnership to reinforce reading development.

9. Monitor Progress and Adjust Strategies

- **Action:** Regularly track the progress of all students in reading through both formative and summative assessments. Use this data to refine and adjust teaching strategies.
- **Responsible:** Teaching staff, SENCo, assessment coordinator.
- **Timeline:** Continuous monitoring with data analysis every term.
- **Outcome:** Ongoing improvements in reading skills through responsive teaching.

10. Celebrate Reading Achievements

- **Action:** Celebrate milestones and improvements in reading with activities such as:
 - Reading challenges and competitions.
 - Reward systems for achieving personal reading goals.
 - Regular recognition of progress in assemblies or newsletters.
- **Responsible:** Teaching staff, school leadership.
- **Timeline:** Ongoing throughout the school year.
- **Outcome:** Increased motivation and a positive attitude towards reading.

Conclusion

This action plan is designed to create a supportive, inclusive, and engaging reading environment within the SEN school. By focusing on individualized approaches, multi-sensory strategies, and ongoing progress monitoring, we aim to foster a love of reading and improve literacy skills for all students, regardless of their learning needs.